DOCUMENT RESUME

ED 251 730 CG 017 858

AUTHOR Miller, Gary M.; Sampson, James P., Jr.
TITLE A Profile of Counselor Educators at Council for the Accreditation of Counseling and Related Educational Program Insitutions.
PUB DATE [84]
NOTE 22p.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Accreditation (Institutions); *Counselor Educators; Group Membership; *Participant Characteristics; Professional Associations; *Profiles; Standards

ABSTRACT

There is considerable interest in the issue of accrediting counselor education programs and in examining the contributions of faculty members to their profession. To investigate the characteristics of the faculty in accredited counselor education programs, a survey was sent to all faculty members in 22 accredited institutions. Data were collected on their general characteristics, teaching load, areas of primary interest, and state and national credentials. An analysis of the results showed that the majority of faculty members are white, middle-aged males. Fifty-three percent hold the Doctor of Philosophy degree and 46% hold Doctor of Education degrees. The majority are tenured professors in counselor education. Teaching was indicated as the preferred professional activity of the respondents. Thirty-five percent of the group are licensed and 19% hold counselor certification. The majority have professional memberships in a variety of counseling related associations. A total of 50% have published between 0 and 11 articles, while 23% have published 20 or more articles. Eighty-three percent of the respondents have engaged in paid consulting activities. These findings provide baseline data to facilitate meaningful comparisons of faculty members at accredited and non-accredited counselor education programs. (BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251730

A PROFILE OF COUNSELOR EDUCATORS AT COUNCIL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAM INSTITUTIONS

Gary M. Miller
Associate Professor
University of South Carolina

James P. Sampson, Jr.
Assistant Professor
Florida State University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gary M. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 017858

The authors would like to thank Michael Shahnasarian for his assistance for preparing the data analysis for this study.

A PROFILE OF COUNSELOR EDUCATORS AT COUNCIL FOR THE ACCREDIATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAM INSTITUTIONS

Introduction

Counseling emerged in America during the early part of the Twentieth Century and has been steadily evolving and expanding since that time. From counselors in schools and employment agencies, counseling has steadily expanded into prisons, industrial settings and mental health agencies.

The rapid need for counselors in the late 1950's and 1960's promoted the need for counselor education programs designed to prepare counselors for the identification of talented students in our high schools. According to Steinhauser and Bradley (1983) the need for developing standards for the preparation of counselors gained support during the 1960's. In 1961 the Association for Counselor Education and Supervision launched the first massive effort to develop training standards for counselors.

In 1964 the "Standards for Counselor Education in the Preparation of Secondary School Counselors" were developed, and in 1967 the standards were officially adopted by ACES (Steinhauser and Bradley 1983). Several sets of guidelines and standards were developed in the late 1960's and early 1970's. Standards for entry preparation of counselors were approved in 1973 by ACES and the Board of Directors of the American Personnel and Guidance Association and ASCA. Doctoral level standards were accepted in 1978 (Steinhauser and Bradley 1983).

The actual accreditation of counselor education programs by ACES was suggested to start on a voluntary basis in July 1, 1978. Almost a year later at the 1979 APGA Convention, 65 individuals completed the first accreditation training session. By January, 1979, 14 counselor education programs indicated

a desire to participate in the initial pilot study on accreditation. Five were selected, but only 4 were visited, as one institution requested a postponement.

In 1981 the APGA Board of Directors took over the responsibilities for accreditation. A new organization, the Council for the Accreditation of Counseling and Related Educational Programs was formed for the purpose of accrediting counselor education programs. This independent association has made decisions on 22 institutions involved in the preparation of counselors as of December, 1982.

Faculty Contributions

Several efforts have been made to detail contributions of faculty members to their profession. Katz and Brophy (1975) examined the institutional sources of papers that appeared in the Journal of Counseling Psychology from 1962 through 1974. Tyron (1981) studied publication research of women counselors during the decade of 1969-1979. A steady of the institutional and personal sources of publications in the Journal of Vocational Behavior from 1971 through 1978 was conducted by Hoose, Snow, Warren and Winer in 1980. Westbrook, Baker, and Mastie (1983) examined who had published articles in Measurement and Evaluation in Guidance from 1968 through 1982. Westbrook, Baker and Mastie (1983) also noted the institutional affiliation of the journal authors.

In an effort to identify contributions of counselor educators to the American Personnel and Guidance Association, Baruth and Miller (1977) analyzed professional contributions by counselor educators by examining convention presentations, publications and offices held in the American Personnel and Guidance Association and its divisions. Scholarly efforts of counselor educators were studied by Walton (1982). A study of accredited counselor education programs was recently completed by Stickle and Schnacke (1984).

Purpose of this Study

A review of the literature indicates that there is considerable interest in the issue of accrediting counselor education programs and in examining the contributions of faculty members to their profession. The nature and quality of faculty contributions have a significant impact on the overall quality of counselor education programs. It seems appropriate then to examine the characteristics of faculty members in relation to the accreditation process. Stickle and Schnacke (1984) present a broad overview of the characteristics of CACREP accredited counselor education programs. Their study includes an investigation of the following faculty characteristics: 1) number of full and part-time individuals, 2) teaching load, 3) areas of primary interest and orientation, and 4) state and national credentials. Data was collected by surveying the perceptions of department chairpersons. The purpose of the present study was to provide a detailed profile of counselor educators from institutions which have been accredited by the Council for the Accreditation of Counseling and Related Educational Programs. By examining faculty from accredited institutions the authors intend to provide baseline data to facilitate meaningful comparisons of faculty members at accredited and non-accredited programs. It is not the intention of the authors to encourage regression toward the mean. Our profession should and does encourage diversity among faculty members and programs in counselor education. We do need however, to have a clear idea of who we are as professionals and how our activities as faculty members relate to providing quality counselor education programs.

Method

An adaptation of Walton's (1982) survey form was mailed to every faculty member listed in the Hollis and Wantz (1980) directory who was employed at one of the twenty-two CACREP accredited institutions as of December 1982. The Statistical Package for the Social Sciences (SPSS) (Hall and Nie, 1979) was

used to develop relative frequencies (percentages) on items included in the survey.

General Characteristics

The general characteristics of the counselor educators in this study are presented in Table 1. The majority of the faculty members, 68.7 per cent are in the age range of 41 to 55. Males comprise 79.1 percent of the groups and 93.9 per cent of the respondents are white.

Insert Table 1

Academic Characteristics

Table 2 examines the academic characteristics of the group. The Doctor of Philosophy degree is held by 53 per cent and 46.1 per cent have Doctor of Education degrees. Counselor education is the primary occupation held by 91.3 per cent and the majority, 75.7 per cent have been in their present career 11 to 25 years. The vast majority, 79.1 per cent have attained the academic rank of professor and 94.8 per cent are currently tenured.

Insert Table 2

Occupational Characteristics

Data on occupational characteristics are presented in Table 3. Teaching is the preferred professional activity of 49.6 per cent of the respondents. For some reason, 34.8 per cent did not respond. It is difficult to determine the specialization areas of the counselor educator. Although 23.5 per cent indicated that they are generalists, a combined total of 44.3 per cent either listed other or did not respond to the item.

Insert Table 3

Institutional Characteristics

Table 4 contains the institutional characteristics of the counselor educators employers. The Southern Region contains 38.3 per cent of the group and the Western Region has 35.7 per cent. The majority are employed in public universities having enrollments of 10,000 to 29,999 students.

Insert Table 4

Professional Identity

The professional identity of counselor educators was also investigated and the results are presented in Table 5. Counselor licensure has been a new option for counselors and 35.7 per cent of the group are licensed. Thirty-three per cent have indicated that counselor licensure is not available in their states. Licensure as a psychologist has been available for many years and 51.3 per cent of the counselor educators are currently licensed psychologists.

National certification for counselors in various professions has also been a relatively new option. Currently 19.1 per cent of the counselor educators hold National Board of Certified Counselors certification. Certified Rehabilitation Counselor status is held by 7.8 percent and Certified Mental Health Counselor status is held by 1.7 per cent. American Association of Marriage and Family Therapist credentials are held by 6.1 per cent of the counselor educators.

State based certification in these areas is also reported. From the sample, 32.2 per cent hold teaching certificates, 27.8 per cent are certified counselors and 17.4 per cent are certified school psychologists.

Insert Table 5

Professional Memberships

Memberships in professional organizations are quite varried for the group. The majority, 80.9 per cent belong to the American Association for Counseling and Development. Membership in the Association for Counselor Education and Supervision is held by 72.2 per cent. Psychologically related memberships are also presented. There are 56.5 per cent of the sample currently in the American Psychological Association. Of the total group, 34.8 per cent belong to Division 17 Counseling Psychology. The status of American Psychological Association Fellow is held by 1.7 per cent. Diplomate status with the American Board of Professional Psychologists has been attained by 4.3 percent. Regarding the area of marriage and family counseling, 7.0 per cent of the counselor educators are in the American Association of Marriage and Family Therapists.

Insert Table 6

Scholarship

Scholarship represents an area in which university and college faculty members are expected to perform. The scholarly activities reported in the sample presented in Table 7, indicate that 53.9 per cent of the group had their first publication after completing the doctorate degree.

During the past two years, 60.8 per cent published between none and two articles. A total of 50.5 per cent have published between none and 11 articles throughout their career. The largest single category indicates that 23.5 per cent have published 20 or more articles throughout their careers. In the books and monographs area, 71.4 per cent report publishing between none and two.

Research activities reported indicate that 41.7 per cent have been principle research investigators and 33 per cent have directed sponsored research. The majority, 71.3 per cent spent four or less hours per week in

research activities.

Insert Table 7

Service Efforts

Service activities and the nature of these are presented in Table 8. Although only 3.9 percent are journal editors, 13 per cent have reported serving as editorial board members.

Consulting activities indicate that 83.5 per cent have been engaged in paid consulting projects. Public schools have served as the sites for 56.5 per cent of the consulting services and private schools have served as 20.9 percent of the location. In the area of agency consulting, 38.3 per cent of the sample have worked with public agencies and 31.3 per cent with private agencies. In governmental settings, 25.2 per cent have worked with state governments; 8.7 per cent with local governmental units and 20 per cent at the federal level. Business and industrial settings have provided consulting sites for 27 per cent of the counselor educators.

Insert Table 8

Discussion

Several generalizations seem appropriate from an examination of the results of this study. The following statements are offered with the reservation that generalizations may obscure specific data that is relevant to the topic being examined. Some conclusions, however, are needed to establish baseline data on faculty characteristics and to facilitate the development of further research questions and hypotheses.

Faculty members from CACREP accredited programs tend to be caucasian males who are well established in their careers, as indicated by their age, many years

in their present occupation, and high percentage of tenured full professors. This data would imply a high degree of faculty stability within accredited programs. The large percentage of tenured full professors, however, may limit the infusion of new perspectives that is traditionally sought from junior faculty members. Although there seems to be a trend toward teaching as the preferred professional activity and generalist as the preferred counseling specialization, the high percentage of no response as an answer to these items may indicate some ambivalence on these issues. Data presented by Stickle and Schnacke (1984) show faculty members as being more committed to specific counseling specializations as opposed to being generalists. This may be an artifact of differences in perceptions of individual faculty members and department chairpersons.

The general trend toward licensure and certification in the counseling profession is also evident among faculty members of accredited programs. Data from the present study support the findings of Stickle and Schnacke (1984) with the exception of reversals in the rankings for counselor licensure and school guidance certification as well as rehabilitation counselor certification and AAMFT certification. While licensure as a psychologist seems to be the dominant trend, the percentage of faculty who are licensed as counselors will probably increase as additional states pass laws regulating counselors as independent mental health care providers. The larger number of faculty who are certified as teachers as opposed to counselors, probably reflects the traditional requirement in some states that school counselors have prior classroom teaching experience. The recent emphasis on specialty certification related to specific functions (mental health counseling, career counseling, marriage and family counseling, etc.) will likely result in increased faculty attainment of these credentials. Professional association membership among faculty from accredited programs appears to be quite

high, with many individuals holding joint memberships in AACD, ACES, and APA.

Trends in the data related to recent articles published, roles as principal research investigator and director of sponsored research, as well as time in average weekly research, indicate that a large number of faculty members responding to this survey have not made research a high priority in their professional endeavors. A variety of factors may contribute to this trend including, the popularity of teaching as a preferred professional activity, the recent scarcity of external grant funding, or the lack of meaningful incentives for senior level faculty to make substantial commitments to scholarly efforts. A small percentage of faculty members appear to expend considerable time and energy in research and publication efforts.

The service activities of faculty members appear to be quite varied, with almost all individuals engaging in some type of consulting effort. The diversity of settings for providing service reflects the expansion and evolution of the counseling profession in general within a variety of mental health, industrial, and correctional settings in addition to the elementary, secondary, and higher education arena.

The present study sought to provide baseline data to facilitate meaningful comparisons of faculty members at accredited and non-accredited counselor education programs. A need exists to conduct further research to improve our understanding of the accreditation process. For example, what differences exist, if any, between faculty members from accredited and non-accredited programs? What relationships exist, if any, among faculty characteristics (preferred professional activity, rank, tenure status, etc.) and faculty efforts (curriculum development, scholarly productivity, service activities, etc.)? What impact does research efforts have on classroom instruction? Does the experience gained from service activities stimulate research efforts? A better understanding of the nature of faculty contributions to the counseling profession can improve the process of accrediting counselor education programs.

REFERENCES

Baruth, L. G. & Miller, G. M. (1977). A study of professional contributions by counselor education facilities. Personnel And Guidance Journal, 56, 44-46.

Hollis, J. W. & Wantz, R. A. (1980). Counselor preparation 1980 programs, personnel, trends (4th. ed.). Muncie: Accelerated Development, Inc.

Hoose, R. F., Snow, N. E., Warren, G. D. & Winer, J. L. (1980). Institutional and personal sources of manuscripts in the journal of vocational behavior, 1971-1978. Journal Of Vocational Behavior, 16, 1-6.

Hull, C. H. & Nie, N. H. (Eds.) (1979). Statistical package for social sciences. New York: McGraw Hill.

Katz, M. & Brophy, A. L. (1975). Institutional sources of articles in the journal of counseling psychology. Journal of Counseling Psychology, 22, 160-163.

Steinhauser, L. & Bradley, R. (1983). Accreditation of counselor education programs. Counselor Education And Supervision, 23, 98-108.

Stickle, F. E. & Schnacke, S. B. (1984). A survey of accredited counselor education programs. Counselor Education And Supervision, 23, 187-195.

Tyron, G. S. (1981). Publication records of women counselors during the past decade. Journal Of Counseling Psychology, 28, 184-186.

Walton, J. M. (1982). Research activity and scholarly productivity among counselor educators. Counselor Education And Supervision, 21, 305-311.

Westbrook, B. W., Baker, C. Y., & Mastie, M. M. (1983). Who is doing what, where: Sources of articles in MEG, 1968-1982. Measurement and Evaluation in Guidance, 16, 52-56.

TABLE I

General Characteristics of Counselor Educators

	N	%
Age		
25-30	1	.9
31-35	2	1.7
36-40	6	5.2
41-45	30	26.1
46-50	26	22.6
51-55	23	20.0
56-60	13	11.3
61-65	8	7.0
65-70	5	4.3
70+	1	.9
Sex		
Males	91	79.1
Females	23	20.0
No Response	1	.9
Ethnic Background		
Black American	5	4.3
Asian American	1	.9
White	108	93.9
Other	1	.9

Table 2

Academic Characteristics Of Counselor Educators

	N	%
Highest Degree Earned		
Ph.D.	61	53.0
Ed.D.	53	46.1
M.S.	1	.9
Primary Occupation		
Counselor Educator	105	91.3
Other	10	8.7
Years In Present Career		
0-4	2	1.7
5-10	12	10.4
11-25	87	75.7
Over 25	14	12.2
Academic Rank		
Professor	91	79.1
Associate Professor	17	14.8
Assistant Professor	6	5.2
Lecturer	1	.9
Tenure Status		
Tenured	109	94.8
Non-Tenured	6	5.2

Table 3

Occupational Characteristics

	N	%
Preferred Professional Activity		
Administration	5	4.3
Counseling	5	4.3
Consulting	3	2.6
Research	3	2.6
Teaching	57	49.6
Other	2	1.7
No Response	40	34.8
Counseling Specialization		
Agency/Community	11	9.6
College Student Personnel	8	7.0
Elementary School	1	.9
Generalist	27	23.5
Gerontological	1	.9
Rehabilitation	8	7.0
Secondary School	8	7.0
Other	25	21.7
No Response	26	22.6

Table 4

Institutional Characteristics

	N	%
ACES Region		
Western	41	35.7
Rocky Mountain	18	15.7
North Central	6	5.2
North Atlantic	6	5.2
Southern	44	38.3
Type		
University	113	98.3
No Response	2	1.7
Size		
9999 or less	14	12.2
10,000 - 19,999	45	39.1
20,000 - 29,999	41	35.7
30,000 - 39,999	14	12.2
No Response	1	.9

Table 5

Professional Identity Of Counselor Educators

	N	%
Counselor Licensure		
Licensed	41	35.7
Not Licensed	24	20.9
Candidate	5	4.3
No State Licensure	38	33.0
No Response	7	6.1
Psychologist Licensure		
Licensed	59	51.3
Not Licensed	39	33.9
Candidate	8	7.0
No Response	9	7.8
National Certified Counselor		
Yes	22	19.1
No	93	80.9
Certified Rehabilitation Counselor		
Yes	9	7.8
No	106	92.2
Certified Mental Health Counselor		
Yes	2	1.7
No	113	98.3
American Association of Marriage And Family Therapists		
Yes	7	6.1
No	108	93.9
State Teacher Certification		
Yes	37	32.2
No	78	67.8
State Counselor Certification		
Yes	32	27.8
No	83	72.2
School Psychologist Certification		
Yes	20	17.4
No	95	82.6

Table 6

Professional Memberships Held By Counselor Educators

	N	%
AACD		
Yes	93	80.9
No	22	19.1
ACES		
Yes	83	72.2
No	31	27.0
No Response	1	.9
APA		
Yes	65	56.5
No	49	42.6
No Response	1	.9
Division 17		
Yes	40	34.8
No	72	62.6
No Response	3	2.6
APA Fellow		
Yes	2	1.7
No	111	96.5
No Response	2	1.7
ABPP Diplomate		
Yes	5	4.3
No	109	94.8
No Response	1	.9
AAMFT		
Yes	8	7.0
No	106	92.2
No Response	1	.9

Table 7

Scholarly Activities

	N	%
First Publication		
Before Doctoriate	48	41.7
After Doctorate	62	53.9
No Response	5	4.3
Articles Published During Last Two Years		
None	35	30.4
1-2	35	30.4
3-4	26	22.6
5-6	7	6.1
6+	10	8.7
No Response	2	1.7
Total Articles Published		
0-2	13	11.3
3-5	19	16.5
6-8	19	16.5
9-11	14	12.2
12-14	7	6.1
15-17	8	7.0
18-20	6	5.2
20+	27	23.5
No Response	2	1.7

TABLE 7 - Continued

	N	%
Books And Monographs (Total Published)		
None	41	35.7
1-2	41	35.7
3-4	18	15.7
5+	14	12.2
No Response	1	.9
Principle Research Investigator		
Yes	48	41.7
No	66	57.4
No Response	1	.9
Director Of Sponsored Research		
Yes	38	33.0
No	75	65.2
No Response	2	1.7
Time In Average Weekly Research		
4 or less	82	71.3
5-12	24	20.9
13-20	4	3.5
21+	2	1.7
No Response	3	2.6

Table 8

Service Activities

	N	%
Currently Journal Editor		
Yes	4	3.5
No	109	94.8
No Response	2	1.7
Currently Editorial Board Member		
Yes	15	13.0
No	99	86.1
No Response	1	.9
Paid Consultant		
Yes	96	83.5
No	19	16.5
Public School Consultant		
Yes	65	56.5
No	50	43.5
Private School Consultant		
Yes	24	20.9
No	91	79.1
Public Agency Consultant		
Yes	44	38.3
No	71	61.7

Service Activities - Continued

	N	%
Private Agency Consultant		
Yes	36	31.3
No	79	68.7
State Government Consultant		
Yes	29	25.2
No	86	74.8
Local Government Consultant		
Yes	10	8.7
No	105	91.3
Federal Government Consultant		
Yes	23	20.0
No	92	80.0
Business/Industrial Consultant		
Yes	31	27.0
No	84	73.0